

Workshop B: Tactile communication

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MSI study day

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2 References

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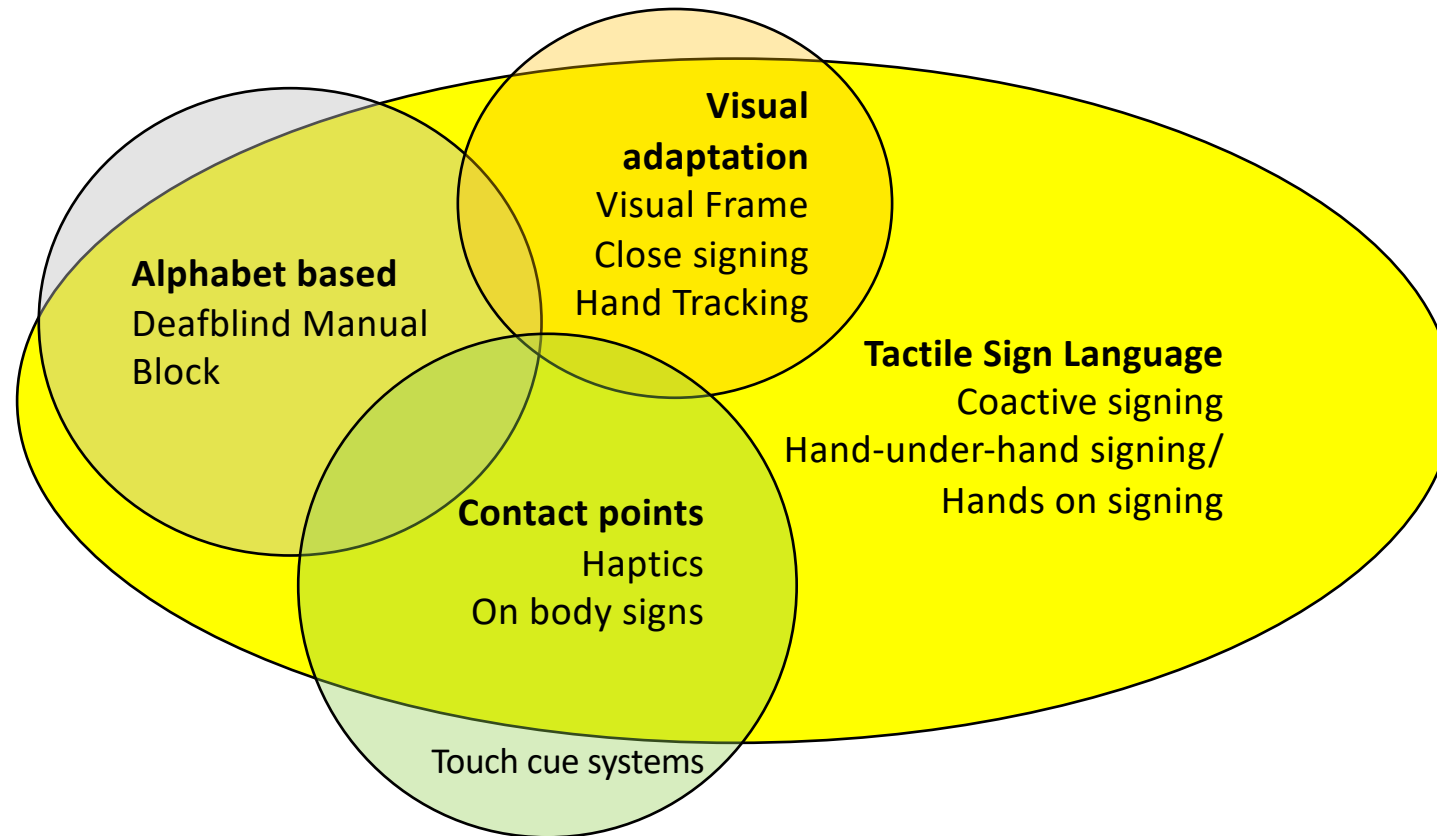
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What can create communication challenges for learners who are deafblind?

- Factors within the learner
- The environment
- Bonding and attachment
- Acquiring the early fundamental communication skills
- Cognitive ability and developmental level
- Limited opportunities for social interaction and communicating
- The challenges faced by a hearing/sighted communication partner

Features of tactile sign language?

(Rose, 2018)



General principles when using tactile signing with a learner who is deafblind

- A willingness to join the learner in their experience of the world, before imposing the hearing-sighted perspective on a communicative system
- Being ready and available to respond to any communication attempts
- Sharing experiences through the tactile sense to develop joint attention and shared 'tactile' meaning
- Ensuring consistency in the approach used
- Link use of tactile signing to meaningful experiences and a real context
- Use familiar routines and repetition to support learner to understand/make sense of information being shared through the tactile modality

Aspects to consider (adapted from Pease 2000)

- Functional vision and hearing
- Motor skills
- Tactile development
- Being an active explorer and learner
- Developmental level and cognitive abilities

Discussion starters

- How is the use of tactile signing currently being promoted and developed?
- What resources can we draw on?
- What do we need to develop?

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